



Hillcrest Middle

P. O. Box 151
Dalzell, SC 29040

Grades	6-8 Middle School	
Enrollment	437 Students	
Principal	Robert Barth	803-499-3341
Superintendent	Dr. J. Frank Baker	803-469-6900
Board Chair	Mr. Larry Addison	803-499-1181

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	Below Average
2006	Average	Below Average
2005	Average	At-Risk
2004	Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

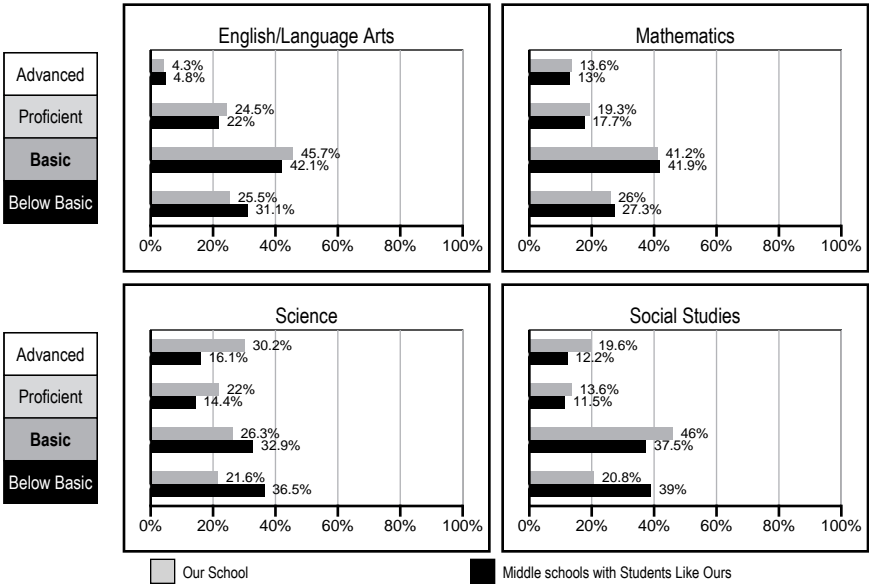
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	15	34	5

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	94.7	96.9
English 1	94.7	96.1
Physical Science	0	57.7
All Subjects	94.7	96.0

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=437)				
Students enrolled in high school credit courses (grades 7 & 8)	51.6%	Up from 36.7%	23.5%	19.4%
Retention rate	0.4%	Down from 1.5%	1.5%	1.8%
Attendance rate	96.7%	Up from 96.0%	95.9%	95.8%
Eligible for gifted and talented	23.3%	Up from 20.9%	17.7%	15.3%
With disabilities other than speech	14.2%	Up from 10.7%	14.4%	12.9%
Older than usual for grade	3.4%	Down from 3.9%	3.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.5%	0.4%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	66.7%	Down from 71.4%	53.8%	55.0%
Continuing contract teachers	75.0%	No Change	73.9%	70.6%
Teachers with emergency or provisional certificates	13.6%	Up from 11.5%	5.4%	5.4%
Teachers returning from previous year	83.4%	Down from 84.2%	84.7%	83.4%
Teacher attendance rate	96.1%	Up from 95.9%	94.9%	94.9%
Average teacher salary	\$42,307	Up 0%	\$44,211	\$44,706
Professional development days/teacher	15.9 days	Down from 16.4 days	11.4 days	11.8 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	23.1 to 1	Up from 19.2 to 1	20.6 to 1	20.1 to 1
Prime instructional time	91.9%	Up from 91.0%	89.3%	89.3%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Down from 100.0%	97.2%	98.0%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil*	\$7,552	Up 25.7%	\$7,129	\$7,097
Percent of expenditures for instruction*	59.4%	Up from 58.6%	63.7%	64.4%
Percent of expenditures for teacher salaries*	56.4%	Down from 56.6%	59.4%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

This has been an exceptional year at Hillcrest Middle School, a school with a safe, structured, and nurturing environment that encourages excellence. Hillcrest offers a challenging, relevant, standards-driven curriculum supported by a highly effective faculty and staff. Our mission statement drives all that we do: "Believing, achieving, and succeeding through academics, citizenship, and service." Our focus is to teach the whole student.

Student achievement was addressed through designing and implementing four courses focusing on improving reading, math, science and social studies skills. EdVantage Reading and EdVantage Math offered students opportunities to improve their skills through a plethora of novels for reading and hands-on math activities, allowing student application of concepts to real world problems. EdVantage Science offered students opportunities to research areas of interest and apply all areas of the curriculum to their learning. Activities included working with robotics through the Lego League and conducting a variety of scientific investigations. EdVantage Social Studies allowed involvement in government as well as an introduction to economics. The Youth Leadership Initiative provided an introduction to current political processes. The Office of Economic Education introduced economics and the study of how money works with students participating in the Stock Market Game and winning at the state level.

Maintaining and increasing teacher quality was addressed by providing professional development and training based on research-supported standards. Courses offered included Assessment in the Classroom, book studies, workshop participation, and summer institutes to keep abreast of the current trends. School climate was improved through continuing our student service learning projects, with students actively participating within the school and community. Involvement included Math-A-Thon, recycling, Relay for Life, Pennies for Patients, canned food drives and helping with a local senior citizen center.

Honors for our school community include four SC Junior Scholars, National Geography Bee award, and Lt. Governor's Writing Award. Our school was honored to receive the Dollar General Grant, supporting our library with additional novels, and two EIA grants supplementing our math and reading programs. We were also awarded the Teacher Technology Grant from Hewlett Packard, and Hillcrest was named a Solar Energy School, one of six in the state, by Santee-Cooper and Black River Electric Cooperative. Both programs will be implemented during the 2008-09 school year.

We are very proud of all the accomplishments of our students. Our belief is that education is a team effort with teachers, parents, and students working together to make our school a great place to learn and grow.

Robert Barth, Principal
Charles Geddings, School Improvement Council Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	137	75
Percent satisfied with learning environment	52.9%	64.0%	73.3%
Percent satisfied with social and physical environment	52.9%	69.1%	66.2%
Percent satisfied with school-home relations	47.1%	78.8%	73.6%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 15 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	9.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	11.2%	0.0%	No
Student attendance rate	96.7%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	427	100	26.2	44.9	23.8	5.1	43.3	39.4	48.2	Yes	Yes
Gender											
Male	209	100	33.7	43.2	20	3.2	34.2	33.3	41.7	N/A	N/A
Female	218	100	19	46.5	27.5	7	52	45.9	55	N/A	N/A
Racial/Ethnic Group											
White	203	100	18.4	44.3	30.3	7	52.4	48.5	60	Yes	Yes
African American	205	100	32.5	47.1	17.3	3.1	35.1	33.3	31.7	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	54.8	70.4	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	46.9	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	21.4	47	I/S	I/S
Disability Status											
Disabled	42	100	64.9	13.5	0	21.6	24.3	16.7	16	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	34.4	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	254	100	33.8	47.4	15	3.8	31.2	35.3	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	427	100	25.6	42.3	17.9	14.1	44.1	38.2	45.8	Yes	Yes
Gender											
Male	209	100	31.1	38.4	14.7	15.8	44.7	38.6	45.6	N/A	N/A
Female	218	100	20.5	46	21	12.5	43.5	37.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	203	100	19.5	37.8	22.2	20.5	55.7	51.1	59	Yes	Yes
African American	205	100	30.9	46.6	14.7	7.9	33.5	29.7	26.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	48.4	71.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	43.9	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	28.6	46.2	I/S	I/S
Disability Status											
Disabled	42	100	59.5	18.9	2.7	18.9	21.6	17.1	17.1	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	48.5	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	254	100	33.3	44	13.2	9.4	33.8	33	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	282	100	21.2	25.8	21.5	31.5	53.1	30.8	35.7	96.7	96
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Gender											
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Male	151	100	21.2	27	21.2	30.7	51.8	33.3	37.4	96.2	95.8
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Female	131	100	21.1	24.4	22	32.5	54.5	28.3	33.8	97.1	96.2
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Racial/Ethnic Group											
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White	131	100	15.6	13.9	24.6	45.9	70.5	44.9	49.2	96.3	95.5
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African American	139	100	26.4	35.7	18.6	19.4	38	21.4	17	97	96.4
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	63.2	58	98.6	97.6
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Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	96.6	95.7
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	94.3	93.9
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Disability Status											
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Disabled	31	100	53.6	21.4	7.1	17.9	25	13.7	14	94	95.2
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Migrant Status											
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Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	98.5
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English Proficiency											
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Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	31.8	24.4	97.8	96.2
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Socio-Economic Status											
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Subsidized meals	171	100	28.5	28.5	20.9	22.2	43	24.7	21.1	96.2	95.8
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Social Studies

All Students	281	100	20.4	45.1	14.1	20.4	34.5	25.8	34	96.7	96
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Gender											
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Male	131	100	21.8	42	15.1	21	36.1	27	36.6	96.2	95.8
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Female	150	100	19.1	47.8	13.2	19.9	33.1	24.5	31.3	97.1	96.2
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Racial/Ethnic Group											
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White	138	100	15.4	40.7	16.3	27.6	43.9	33.9	44.5	96.3	95.5
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African American	130	100	24.6	51.6	9.8	13.9	23.8	19.8	19.1	97	96.4
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Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	52.4	58.9	98.6	97.6
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Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	36.8	27.5	96.6	95.7
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	30.8	32.7	94.3	93.9
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Disability Status											
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Disabled	20	100	58.8	11.8	11.8	17.6	29.4	12.7	14.4	94	95.2
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Migrant Status											
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Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	98.5
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English Proficiency											
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Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	27.3	27.3	97.8	96.2
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Socio-Economic Status											
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Subsidized meals	165	100	27.6	44.1	13.2	15.1	28.3	20.5	21	96.2	95.8
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	140	100	26.7	45	23.7	4.6	28.2
	7	143	100	25.5	44.5	25.5	4.4	29.9
	8	103	99	31.3	45.8	17.7	5.2	22.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	150	100	27.8	45.1	21.1	6	27.1
	7	139	100	24.2	43	28.1	4.7	32.8
	8	138	100	26.4	46.5	22.5	4.7	27.1
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	140	100	17.6	42.7	31.3	8.4	39.7
	7	143	100	16.8	51.1	18.2	13.9	32.1
	8	103	99	26	59.4	10.4	4.2	14.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	150	100	20.3	35.3	24.8	19.5	44.4
	7	139	100	22.7	44.5	16.4	16.4	32.8
	8	138	100	34.1	47.3	12.4	6.2	18.6
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	71	100	29	24.2	21	25.8	46.8
	7	143	100	17.9	25.4	28.4	28.4	56.7
	8	52	100	30.6	30.6	18.4	20.4	38.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	76	100	39.1	18.8	18.8	23.2	42
	7	137	100	11.9	31	22.2	34.9	57.1
	8	69	100	20	23.1	23.1	33.8	56.9
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	69	100	10.9	64.1	20.3	4.7	25
	7	143	99.3	18	39.8	13.5	28.6	42.1
	8	50	100	38.3	57.4	4.3	0	4.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	74	100	12.5	40.6	14.1	32.8	46.9
	7	138	100	27.6	41.7	12.6	18.1	30.7
	8	69	100	14.1	56.3	17.2	12.5	29.7

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

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N/R--Not Reported

I/S--Insufficient Sample